



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7237 W Missouri Avenue, Glendale, AZ 85303

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Underperforming
2001-02	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Kenneth R. Fleming
 Schedule : 7:25 AM to 4:00 PM
 Grades : 4-8
 2004 Enrollment : 636
 Web Address : www.gesd.k12.az.us/Bici_North/
 Phone Number : (623) 842-8290
 Fax Number : (623) 848-6133
 E-mail : kffleming@gesd40.org

Mission

At Bicentennial North School, we believe that everyone is capable of learning together. Every person has something special to share. Each person's talents will be explored and challenged. It is everyone's right to be treated with dignity and respect as they prepare for the future.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 1
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The percentage of students scoring at/above grade level in reading will increase from 38% to 45% as measured by the AIMS test instrument administered in and April 2005.
- ü The percentage of students being referred for Physical Aggression will be reduced by 33% from the previous year by May 26, 2005. This will be measured by the school database and attitudinal survey.

Enrollment

October 1, 2003 School Year Student Enrollment : 759
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 5

Instructional Programs

- ü Full Range of Special Education Services
- ü Inclusive Gifted Program
- ü Technology program
- ü Harcourt Reading Program
- ü 21st Century Grant Program
- ü Scott Foresman Investigations in math
- ü Glendale Recreation After School Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	5/9/2005

Shared Responsibilities

School

At Bicentennial North staff will: Focus on core area subjects using increased reading for success. We promote our school as a safe, excelling, learning environment. Welcoming to parents and community, actively involved in Glendale-City, Arizona and the Nation. Improve academic and social skills through shared responsibilities between parents, students and educators, collaborating for the students we serve. We will provide valuable opportunities for parent involvement throughout the school year.

Parents

All parents will: Be involved in school activities through conferences and helping their child understand and follow school rules and support school expectations. Create a learning environment at home and an expectation that children will be successful. Provide an opportunity to meet with educators and discuss methods of instruction.

Transportation Policy

We provide transportation as a privilege for students who live more than a mile from our campus. We also provide special transportation for students with special needs.

Students are expected to be at the assigned stop on time and with the proper attitude and behavior of good listeners and following directions.

Students are expected to follow all of the bus rules for the duration of the trip regularly scheduled or for special trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Student published in National poetry contest	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	1431	76019	97	99	100	462	469	499	30	26	14	44	47	39	17	13	14	9	14	33
All Students (Prior Year)	214	1513	76230	100	100	100	477	466	498	13	28	12	53	46	38	20	11	12	14	14	37
Female	80	735	37207	96	99	100	460	472	499	30	25	12	48	47	41	14	13	14	8	16	33
Male	71	695	38677	97	99	100	465	467	498	30	28	15	39	47	38	20	13	13	11	12	34
African American	15	136	3817	88	98	100	440	454	475	31	36	23	62	50	47	8	7	11	0	7	18
Hispanic	106	902	29458	99	99	100	463	465	480	30	30	20	45	47	48	13	10	12	12	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	25	313	35880	96	99	100	467	484	515	30	18	7	30	42	32	30	19	16	9	21	45
Students with Disabilities	17	165	9786	81	100	100	412	434	457	80	58	39	10	33	40	10	6	7	0	3	13
Students without Disabilities	134	1266	66233	99	99	99	467	472	503	25	24	11	47	48	39	18	13	14	10	15	35
Limited English Proficient Students	65	476	15206	100	100	100	463	458	459	29	36	31	43	44	53	20	8	7	9	11	9
Migrant Students	--	20	745				--	477	473	--	31	22	--	38	53	--	15	11	--	15	15
Economically Disadvantaged	106	1046	35714				462	464	480	30	31	20	44	45	47	16	12	12	10	12	20
Non-Economically Disadvantaged	45	385	40266				463	480	513	31	17	9	42	50	33	19	15	15	8	18	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	1431	76020	97	99	100	492	493	503	43	40	25	22	24	23	31	32	40	4	4	12
All Students (Prior Year)	216	1512	76202	100	100	100	493	494	505	35	33	19	25	28	24	39	36	46	1	4	11
Female	80	736	37213	96	100	100	492	495	504	40	33	22	27	27	23	32	35	42	2	4	13
Male	71	694	38666	97	99	100	492	490	501	46	48	29	17	20	22	31	28	38	6	4	12
African American	16	138	3819	94	99	100	482	487	494	54	51	37	31	20	26	15	26	31	0	3	6
Hispanic	105	899	29442	98	98	99	492	490	494	46	44	37	21	25	26	29	29	31	4	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	25	314	35890	96	99	100	497	500	511	27	29	15	23	24	20	45	39	48	5	8	18
Students with Disabilities	17	165	9784	81	100	100	479	476	485	80	72	58	0	15	19	20	13	19	0	0	4
Students without Disabilities	134	1266	66236	99	99	99	493	494	504	41	38	23	23	25	23	32	33	42	4	4	13
Limited English Proficient Students	65	474	15198	100	100	100	489	486	483	50	53	59	24	27	25	26	19	14	0	1	1
Migrant Students	--	20	743				--	492	488	--	33	50	--	25	28	--	42	19	--	0	3
Economically Disadvantaged	106	1046	35703				491	490	494	41	45	37	28	25	26	29	27	31	1	3	6
Non-Economically Disadvantaged	45	385	40274				494	499	509	47	29	17	9	22	20	35	42	47	9	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	1409	75673	94	98	100	474	495	530	27	24	12	34	28	25	35	44	58	5	3	4
All Students (Prior Year)	210	1482	74692	100	99	99	481	474	502	29	37	18	35	30	27	33	30	47	3	2	8
Female	78	730	37099	94	99	100	486	514	548	29	18	8	34	29	22	29	49	64	8	5	6
Male	69	678	38441	95	97	99	460	474	513	25	32	16	33	27	29	41	39	52	0	2	3
African American	15	135	3791	88	97	99	462	482	506	38	25	18	38	32	29	15	41	50	8	2	3
Hispanic	102	886	29305	95	97	99	468	491	507	29	26	16	31	28	31	36	43	51	4	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	25	309	35760	96	97	99	505	511	550	18	18	9	36	30	21	41	49	64	5	3	6
Students with Disabilities	17	161	9706	81	99	100	482	445	462	0	48	36	83	28	32	17	22	31	0	2	1
Students without Disabilities	130	1248	65967	96	98	99	474	499	536	29	22	10	31	28	25	36	46	60	5	3	5
Limited English Proficient Students	63	468	15115	100	100	100	483	470	471	33	34	26	33	30	38	24	34	35	9	2	1
Migrant Students	--	20	738				--	505	488	--	15	23	--	31	33	--	54	43	--	0	1
Economically Disadvantaged	104	1029	35541				474	483	504	26	28	17	39	31	31	31	39	50	4	3	2
Non-Economically Disadvantaged	43	380	40091				475	521	550	30	17	9	21	23	21	42	55	64	6	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1289	75001	NC	98	99	NC	437	468	NC	63	37	NC	28	36	NC	6	16	NC	2	10
All Students (Prior Year)	NC	1210	71167	NC	100	99	NC	435	463	NC	63	38	NC	32	41	NC	4	14	NC	2	7
Female	--	628	36846	--	98	99	--	440	468	--	60	36	--	30	38	--	8	16	--	2	10
Male	NC	660	37974	NC	98	99	NC	435	467	NC	66	39	NC	26	34	NC	5	16	NC	2	11
African American	--	149	3720	--	96	98	--	431	446	--	68	53	--	24	33	--	8	9	--	1	4
Hispanic	NC	754	26675	NC	98	98	NC	430	448	NC	70	52	NC	25	34	NC	3	10	NC	2	4
Asian/Pacific Islander	--	37	1575	--	100	99	--	476	504	--	31	18	--	48	33	--	3	20	--	17	29
American Indian/Alaskan Native	NC	36	4731	NC	97	98	NC	425	438	NC	77	61	NC	16	30	NC	3	7	NC	3	2
White	NC	305	37785	NC	97	99	NC	451	482	NC	49	25	NC	35	39	NC	13	21	NC	3	15
Students with Disabilities	NC	162	8802	NC	98	100	NC	400	418	NC	94	79	NC	6	16	NC	0	3	NC	0	1
Students without Disabilities	--	1127	66199	--	98	99	--	442	472	--	59	34	--	31	38	--	7	17	--	3	11
Limited English Proficient Students	--	332	11710	--	100	100	--	416	429	--	84	70	--	15	25	--	1	4	--	1	1
Migrant Students	--	25	709				--	418	442	--	76	57	--	24	34	--	0	7	--	0	2
Economically Disadvantaged	NC	794	29814				NC	430	448	NC	70	53	NC	24	33	NC	5	10	NC	2	4
Non-Economically Disadvantaged	NC	495	45170				NC	447	479	NC	54	28	NC	34	38	NC	9	20	NC	3	14

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1292	74918	NC	98	99	NC	476	497	NC	51	32	NC	19	19	NC	23	35	NC	7	15
All Students (Prior Year)	NC	1210	71100	NC	100	99	NC	485	502	NC	39	25	NC	23	21	NC	31	40	NC	7	15
Female	--	630	36805	--	99	99	--	480	501	--	47	28	--	20	19	--	24	37	--	8	16
Male	NC	661	37936	NC	98	99	NC	471	493	NC	55	35	NC	17	18	NC	22	33	NC	6	14
African American	--	150	3719	--	97	98	--	468	481	--	58	43	--	19	21	--	21	29	--	2	7
Hispanic	NC	755	26645	NC	98	98	NC	469	478	NC	58	46	NC	17	20	NC	21	27	NC	4	6
Asian/Pacific Islander	--	37	1571	--	100	99	--	498	521	--	28	18	--	24	15	--	31	38	--	17	30
American Indian/Alaskan Native	NC	37	4729	NC	100	98	NC	466	468	NC	59	57	NC	25	19	NC	6	19	NC	9	4
White	NC	305	37773	NC	97	99	NC	492	511	NC	36	20	NC	21	18	NC	30	41	NC	14	21
Students with Disabilities	NC	162	8801	NC	98	100	NC	430	448	NC	89	75	NC	7	13	NC	4	10	NC	1	2
Students without Disabilities	--	1130	66117	--	99	99	--	481	501	--	46	28	--	20	19	--	26	37	--	8	16
Limited English Proficient Students	--	334	11706	--	100	100	--	449	454	--	78	71	--	17	16	--	6	12	--	0	1
Migrant Students	--	25	706				--	451	467	--	77	55	--	18	22	--	0	20	--	5	4
Economically Disadvantaged	NC	795	29785				NC	467	477	NC	60	47	NC	18	20	NC	16	26	NC	5	6
Non-Economically Disadvantaged	NC	497	45115				NC	487	508	NC	39	23	NC	19	18	NC	33	39	NC	9	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	1278	74503	NC	97	99	NC	460	491	NC	15	9	NC	45	32	NC	35	51	NC	6	8
All Students (Prior Year)	NC	1133	69001	NC	94	96	NC	473	490	NC	30	17	NC	40	37	NC	30	45	NC	0	1
Female	--	628	36686	--	98	99	--	474	506	--	10	5	--	44	29	--	39	57	--	8	9
Male	NC	649	37644	NC	96	98	NC	445	476	NC	20	13	NC	46	36	NC	31	45	NC	4	6
African American	--	148	3677	--	95	97	--	445	475	--	22	12	--	45	36	--	27	46	--	6	5
Hispanic	NC	745	26500	NC	97	97	NC	454	467	NC	15	13	NC	47	39	NC	34	44	NC	4	4
Asian/Pacific Islander	--	36	1566	--	100	99	--	522	537	--	10	5	--	28	23	--	34	55	--	28	18
American Indian/Alaskan Native	NC	37	4695	NC	100	97	NC	452	464	NC	19	14	NC	34	39	NC	47	44	NC	0	3
White	NC	304	37606	NC	97	99	NC	474	508	NC	12	6	NC	42	28	NC	38	56	NC	8	10
Students with Disabilities	NC	159	8662	NC	96	100	NC	388	409	NC	47	37	NC	43	42	NC	9	20	NC	1	1
Students without Disabilities	--	1119	65841	--	98	98	--	469	499	--	11	7	--	45	32	--	38	53	--	6	8
Limited English Proficient Students	--	329	11608	--	99	100	--	432	430	--	25	23	--	43	47	--	29	28	--	2	1
Migrant Students	--	25	701				--	399	449	--	29	17	--	52	43	--	19	38	--	0	1
Economically Disadvantaged	NC	786	29587				NC	448	465	NC	17	14	NC	47	40	NC	32	43	NC	4	4
Non-Economically Disadvantaged	NC	492	44898				NC	475	507	NC	12	7	NC	42	28	NC	38	55	NC	8	10

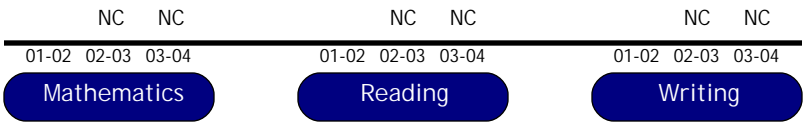
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	92	21	26	47	94	28	33	52	94	30	NA	56
	Language	92	22	28	45	97	27	33	48	95	28	32	52
	Mathematics	92	25	29	52	99	28	35	57	96	32	36	61
5	Reading	99	28	28	46	93	28	31	50	96	33	NA	55
	Language	99	27	27	43	97	25	28	46	99	27	31	49
	Mathematics	93	37	34	54	96	34	35	57	99	35	40	63
6	Reading	98	35	33	49	94	29	34	53	95	35	NA	56
	Language	98	28	27	42	98	23	27	45	95	34	28	48
	Mathematics	95	47	40	58	99	45	42	62	96	49	44	66
7	Reading	--	--	28	48	--	--	30	51	98	38	NA	54
	Language	--	--	29	51	--	--	32	54	98	37	34	58
	Mathematics	--	--	33	54	--	--	34	58	98	42	37	62
8	Reading	--	--	30	49	--	--	35	53	NC	NC	NA	55
	Language	--	--	25	46	--	--	30	49	NC	NC	27	52
	Mathematics	--	--	34	54	--	--	39	58	NC	NC	36	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Bicentennial North School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum
- Ü Action Planning
- Ü Vision/Mission
- Ü School Environment
- Ü Special Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	2.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	0	2	0	0
10 or more years	0	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	27
Core academic classes taught by Highly Qualified (NCLB) teachers.	81
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Center

Extracurricular Activities

- Ü After School Sports
- Ü Glendale Recreation After School Program
- Ü Tutoring in Reading, Writing and Math
- Ü 21st Centry Grant program (GEO)

Social Services

- Ü Social Worker
- Ü District Adult Education
- Ü Holiday Assistance

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Increased the scores of students Writing at/above grade level by 25%, reading at/above grade level by 10%, and math at/above grade level by 11% 3rd grade. Increased writing at/above grade level by 4% 5th grade.
- ü Gained 8th grade students, replacing 3rd grade. Attained literacy and reading Coaches to ensure academic success.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 3-4	71	57
Grades 4-5	68	78
Grades 5-6	64	77
Grades 6-7	67	64
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Student safety is a primary concern. All staff members wear school ID. Visitors are required to sign-in at the office. We have a comprehensive safety policy in our school student handbook. Volunteers undergo background and finger print checks.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kenneth R. Fleming	(623) 842-8290
Transportation Policy	Erik Kissel	(623) 842-8180
Community Resources	Lori Walk	(623) 842-8178
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Scott Seligman	(623) 842-8290
Student Health/Nurse	Barbara Arbogast	(623) 842-8290

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.